



Central California Training Academy / Bay Area Academy
Annual Report: July 1, 2013 – June 30, 2014

Submitted by:

David Foster, LCSW, Director

Judith Lefler, PHN, Assistant Director

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CCTA INTRODUCTION



The mission of the Central California Training Academy is to enhance the ability of staff in public social service and child welfare agencies to protect children and to prevent placement. The **CORE VALUES** that guide CCTA’s work are:

- We share responsibility and are accountable to one another (individually and collectively) and the communities we serve for achieving our vision, mission and goals in ways that are consistent with these Core Beliefs and Values.

- We are committed to providing an inclusive, welcoming, professional environment for working and learning. Consistent with this principle and applicable laws, all Academy policies, programs, and standards of conduct and performance are applied without discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and covered veteran status. “Disability” and “medical condition” as used herein are consistent with the definitions provided in the Americans with Disabilities Act and the Fair Employment and Housing Act. (CSU Office of the Chancellor, System wide guidelines for non-discrimination.)

We Believe That:

- Strengthening and empowering vulnerable children and families must drive every action, plan, program and strategy of the Academy and its staff.
- People care about and want to do a good job.
- Hard work is a key ingredient for success.
- People thrive with regular, consistent, strengths-based feedback.
- Participatory (team) decision-making improves outcomes.
- Idea and solution generation is the responsibility of every individual and every team.
 - Every voice (in support of mission/vision, consistent with the Core Beliefs and Values and with respect for diversity of opinion & perspective) is valued and actively sought.
- Explicit, transparent, consistent, planned, and purposeful communication (both across the Academy and between the Academy & its constituents/partners) underlies all effective operations.
- Pro-active learning and growth are the responsibility of every individual and every team.
- Our staff should reflect the communities we are charged with serving.
- Professionalism is reflected at all times in our comportment, dress, and communication (verbal, non-verbal, and written) with one another and with our constituents and partners.

We Value:

Quality Service

Integrity
Accountability

Professionalism

Competence

Hard work

Commitment
Dedication

Loyalty

Flexibility

Diversity

Voice
Empowerment

Fairness

Accessibility

Initiative

Creativity
Innovation

Risk-taking

Growth

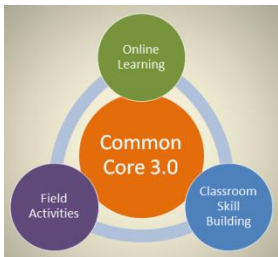
CCTA TRAINING HIGHLIGHTS

CA Common Core for Social Workers and Supervisors:

In this fiscal year, CCTA provided 249.5 days of Common Core to a total of 411 county child welfare staff, 33 days of Foundations of Supervision to 62 new supervisors, and six days of Manager CORE to 10 new managers in the region. CCTA continues to participate in the Macro Evaluation collaborative process with CalSWEC in evaluating the common core curricula and in the proctoring of evaluations and data collection for the common core for social workers.

Common Core 3.0:

CCTA has contributed time, staff and fiscal resources to prioritizing the revision of Common Core 3.0 (CC 3.0).



Over the course of the year, CCTA has participated in many conference calls, in-person meetings and in communication with counties to support the development of CC 3.0. CCTA is an active participant in the Curriculum Development Oversight Group (CDOG), and Macro Evaluation Work Group.

Participation in CDOG has involved the development and review of learning objectives for each content block, discussions with county staff development, trainers, supervisors

and workers.

E-Learning

Over the past year CCTA has coordinated e-learning efforts with BAA and regularly participates on the Technology and Learning Committee for CDOG. CCTA has developed a master contact list for the counties in the region to include IT and staff development/program leads. The identification of these individuals allows CCTA to continue moving forward on the e-learning work plan and the piloting of the Learning Management System and other online curriculum. Preparation has been done to support additional tablet trainings in the region and expansion of online resources for practitioners

Continuation and Specialized training for Child Welfare Workers, Supervisors and Managers:

In addition to providing mandated training, CCTA delivered 63.97 classroom days of Specialized Continuation training to all 12 counties in the region. Below is a partial list of the Specialized training provided regionally this fiscal year:

- ***SDM Advanced Series***
- ***Introduction to Racial Sobriety***
- ***Motivational Interviewing***

- **Gomez vs. Saenz Settlement: Training for CWS Workers & Supervisors**
- **Safety Organized Practice:**
 - **Overview & County Implementation**
 - **SOP: Three Day Foundational**
 - **SOP: 12 Module Series**
- **Building Coaching Capacity in a CWS Setting**
- **Demystifying the Supervisor's Role in Performance Management**
- **Trauma and Behavior**
- **Dealing with Challenging Behavior**
- **Achieving Permanence (3 Day Series):**
 - **Focus on Children**
 - **Focus on Families**
 - **Focus on Agency**
 - **Legal & Practice Aspect: 366.26 Permanency Assessment Process**
- **T.E.A.M: Together Everyone Achieves Milestones**
- **Training for Trainers** for those wishing to develop knowledge and skills in the art of training. CCTA and county trainers were invited to learn or enhance their training skills. The T4T included:
 - **The Rules of Engagement in Adult Learning: How to Manage a Classroom Successfully**
 - **The Rules of Engagement – Part Two**

In order to best utilize resources and build partnerships, CCTA collaborated with the Administrative Office of the Courts (AOC) Center for Families, Children and the Courts, Strategies, and Rady’s Children Hospital, Chadwick Center, to deliver high quality multidisciplinary training in our region.

- **Revisiting Visitation Practices: New Tools & Strategies for Effective Practices & Improved Outcomes**
- **Revisiting Visitation Practices: Follow Up Webinars**
- **Improving Permanency and Inclusion for Youth**
- **Strengthening Families: An Introduction to the Protective Factors**
- **Fostering Trauma: Informed Care in CW and Behavioral Health**

| | projected | Total year to date | %Completed year-to-date |
|--|------------|--------------------|-------------------------|
| Common Core New Social Worker Training | 220 | 249.5 days | 113% |
| Group and Individual Field Based Training | 120 | 144 days | 120% |
| CWS/CMS | 100 | 108 days | 108% |
| Continuation Training (Advanced + Best Practice) | 100200 | 59 days | 59% |
| Supervisory Core | 30 | 33 days | 110% |
| Total days: | 576 | 593.5 days | 103% |

Field Based Training Program / Coaching:

The Field Based Trainer (FBT) Program provides field based training services in the counties of Madera, Kings, Santa Barbara and Ventura County. A second FBT position is currently being recruited for in the County of Ventura. The FBTs provide transfer of learning / application of practice to county staff to include social workers and supervisors. FBTs also provide coaching services to county leadership to support organizational effectiveness. Coaching in each of these counties is done uniquely and with flexibility, in order to address individual county needs. FBTs also participate in peer-networking opportunities to support their work in the county. This collaborative networking relationship among the FBTs provides both consistent development and support for each other and to counties served.

Advanced Leadership Development for Supervisors (ALDS) Training and Coaching Program:

The ALDS Program was implemented in the County of Tulare during FY 2013-2014. The primary audience for the leadership training and field based training program are CWS supervisors with the supervisor's manager as a part of the ongoing eleven-month program. The focus for both the supervisors and the managers is the transfer of learning and field based trainer role to ensure application of training content to day-to-day practice.

Evaluation data was collected over the program that is used to improve program implementation and also to recommend next steps for the county.

CACI Hearings:

The Academy continues to provide county services for the CACI hearing process to the counties of San Joaquin, Kings, Madera, Mariposa, Santa Barbara, Ventura, Stanislaus and Fresno. A grievance review officer is assigned to conduct hearings and provided to the CWS Director. County discussions related to the individual GRO and county needs and questions continue to be addressed on an individual county basis.

Safety Organized Practice (SOP) and SOP Coaching:

CCTA is actively participating in the statewide Safety Organized Practice Backbone meeting. The purpose of this meeting is to coordinate SOP training, trainer recruitment and qualifications, curriculum and evaluation. Additional partners on the Backbone Committee include RTAs, Casey Family Programs, California Department of Social Services and CalSWEC. The Academy also participates on SOP subcommittees as a part of the SOP Backbone Committee.

The Academy supports SOP coaching to counties to the counties of Santa Barbara, Mariposa, and Calaveras. This work is focused on the coaching of Safety Organized Practice for application of the SOP training modules to daily practice. The Academy continues to position itself to provide resources for this practice.

Katie A. Core Practice Model:

The Central Region has held two Katie A. Learning Collaborative Convenings which were facilitated by CCTA. Fresno, San Luis Obispo and Santa Barbara counties belong to this collaborative. All three have participated in the actual meetings and other regional counties have also attended.

1st meeting: Feb. 7, 2014 in Santa Barbara

Fresno, San Luis Obispo and Santa Barbara had representatives from Behavioral Health and Child Welfare in attendance. Kern County had both Behavioral Health and Child Welfare attend; Madera County had Behavioral Health and Child Welfare attend; Merced County had both Child Welfare and Behavioral Health attend; Stanislaus County had both Child Welfare and Behavioral Health attend; Tulare County had both Child Welfare and Behavioral Health attend; San Benito County had a Child Welfare representative attend. Brent Crandall from Chadwick Center for Children and Tulare County presented on screening and assessment.

2nd meeting: May 19, 2014 in Fresno

Fresno, San Luis Obispo and Santa Barbara had representatives from Behavioral Health and Child Welfare in attendance. Madera County had Child Welfare attend; Mariposa County had Child Welfare attend; Merced County had Behavioral Health attend; Stanislaus County had both Child Welfare and Behavioral Health attend; Tulare County had both Child Welfare and Behavioral Health attend; Calaveras County had a Children's Services Supervisor attend; Kern County had a Program Director attend. CYC youth from this region served on a panel and a second panel of Fresno County Parent Partners presented on the importance of Teaming. CCTA also worked with the regional counties and took the lead in organizing participation in the Statewide Leadership Katie A meeting held in Sacramento.

CCTA SUMMARY

In summary, the Central California Regional Training Academy (CCTA) is an integral part of the California Department of Social Services' network of Regional Training sites. As an affiliate University with historic partnerships with the California Social Work Education Center (CalSWEC), the Central Regional Training Academy is linked with California's other regional academies to provide statewide continuity and training support. Assurance of "State-wideness" is facilitated by CCTA participation in each of the CalSWEC Development Team projects, including:

- California Statewide Training and Evaluation Committee (STEC)
- Field Training/Coaching**
- Core 3.0 Trauma Informed Practice and Teaming Curriculum Development**
- California Child Welfare Practice Model Development
- Child Welfare Supervisor Foundations Training
- Child Welfare Manager Core Training
- Fairness and Equity/ Racial Sobriety Training
- California "Katie A." Settlement Agreement Training**
- CWS/CMS and Core Curriculum Integration**
- CWS/CMS Regional New User Training**
- California Partners for Permanency Project (CAPP)**
- CalSWEC Macro-Evaluation Project
- AB636 Outcome and Accountability Training
- ICWA Statewide Training**
- Central California Area Social Services Consortium (CCASSC)
- California Research and Training Network Collaborative
- California "Safety Organized Practice" Implementation

(** Indicates that CCTA has lead responsibility).

CCTA benefits greatly from the on-campus computer training lab established over a decade ago through a partnership with Fresno County Department of Social Services and the College of Health and Human Services. This unique lab enables CCTA to support the education of DSWE BASW and Master's students as well as offer

specialized training to professional Child Welfare staff throughout Central California. This past year the on-campus lab allowed CCTA to train 100% of the DSWE Title IV-E BASW and MSW student's on the State's computerized outcomes and accountability system (CWS/CMS). Each year, with this training, Fresno State graduates approximately 60 students who meet and exceed the State's minimum automation training requirements and are "job ready" upon graduation.

In addition, CCTA's lab is used to support Public Child Welfare administrators, managers and supervisors with data and data analysis activities. These activities often engage faculty in research and evaluation activities with the goal of enhancing public agency efforts to achieve positive program outcomes for the families/children served in the Central Region.

Perhaps the most notable achievement during this past year involves the increased collaboration and cooperation between the two Regional Training Academies hosted by Fresno State (CCTA and BAA). Business practices have been unified and consolidated; information and resources have been shared whenever possible; and tasks have been approached using joint planning and joint expertise. These efforts have benefitted the counties in both regions, improved efficiency, and resulted in both Regional Training Academies becoming stronger providers of training services.

The mission of the Bay Area Academy is to enhance professional development through responsive training, education and organizational capacity building that support public human services in the greater San Francisco Bay Area communities and beyond... The CORE VALUES that guide BAAs work are:



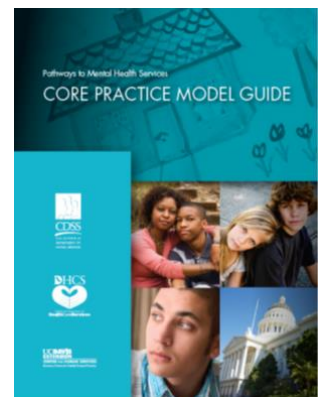
- Cultural Responsiveness and Social Diversity
- Collaborative Relationships
- Strength-based Practice
- Every Person has Value and Dignity
- Professional and Personal Integrity
 - Safety, Permanence and Well Being for ALL children, youth and families

This year, BAA dedicated time, energy and resources to the implementation of Pathways to Well-being: Katie A. Core Practice Model, development of Common Core 3.0 and the California Child Welfare Core Practice Model; and the training of new and on-going child welfare workers, supervisors and managers. Additionally, BAA focused on finalizing a field-based coaching approach; development and piloting the delivery of The Art of Coaching training; providing quality field based coaching to counties, focusing on the role of the supervisor; and supporting new and ongoing implementation and sustainability of Safety Organized Practice and Adoptions in our region.

Pathways to Well-being: Katie A. Core Practice Model:

The BAA worked with each county in the bay area region to support individualized implementation of Pathways to Well-being: Katie A. Core Practice Model. Training Specialists actively participated on county work groups facilitating meetings and team building activities between Child Welfare Services and Behavioral Health Services. BAA provided an overview webinar: *Understanding Katie A and the Core Practice Model* to introduce counties to the required components that support the standards and expectations for practice behaviors by child welfare and mental health workers. The webinar provided a framework for integrating service planning, delivery, coordination and management among all those involved in working with children and families across the two systems. Additionally, BAA provided trainings...

Regionally, BAA hosted three Regional Learning Collaboratives that supported the coordination, networking and implementation for Contra Costa, San Francisco, Santa Cruz and Solano Counties. The first learning collaborative meeting was held in November of 2013. In coming together for the first time; the group focused on identifying the group's common goals, purpose and priorities. The Bay Area regional priorities areas are: system integration, sustaining family and youth engagement, out of county placements, creating trauma informed systems and practices and identifying and maximizing resources. The second collaborative meeting in February 2014 was an opportunity to focus on family and youth engagement. At this session there was discussion about roles of youth and parent partners in implementation. The Collaborative viewed the video: *How to come Through: Youth Share Stories and Strategies* and had a panel discussion with youth who participated in the video. In May 2014, the Collaborative focused its energy on digging deeper to strategize on the utilization of resources: what is available now, what is needed and what steps need to be



taken to meet the needs. At this meeting, the group agreed to open up the meetings to all counties in the Bay Area region. New counties will be expected to participate in an overview webinar prior to sending a team of 1 child welfare and behavioral health representative to the next in-person meeting.

To support the regional implementation and cross-county networking, BAA created a Katie A. tab on the website. This site is intended to provide access to curriculum and resources; as well, as a forum for questions and answers. Additionally, BAA provided the following trainings to support the implementation of Katie A.:

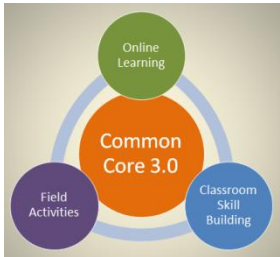
- *Effective Facilitation of Family Team Meetings*: Child welfare professionals are increasingly called upon to convene and facilitate various family team meetings. This is an emerging evidence-based practice in child welfare. This one-day training will deliver formation and skill development regarding the family team meeting process and the essential ingredients needed to facilitate effective meetings by empowering families, achieving meeting goals and producing more positive outcomes for families and youth.
- *Fostering Trauma-Informed Care in Child Welfare and Behavioral Health T4T*: This two-day course is designed to build on the fundamental elements of the Child Welfare Trauma Training Toolkit and help participants share trauma informed information with their respective agencies and communities. Through small group exercises, analysis of vignettes, role plays, and discussion of actual cases, participants gain the knowledge and practice skills required to analyze a case through a trauma lens, develop a trauma-informed case plan and teach other professionals about the fundamental elements of a trauma informed system. Training activities also encourage exploration of assumptions and attitudes professionals might bring to these cases that may help or hinder their ability to do the work needed. The small group setting for many of these activities allows professionals to immediately apply ideas, practice problem-solving skills, and learn from one another.
- *The Other Side of Mental Health: Youth's Perspective on Being on the Receiving End of Services*: Forums were held in San Francisco, Santa Clara, Alameda, Contra Costa and San Mateo. Organized and lead by current and former foster youth members of California Youth Connection (CYC), this presentation will include an overview of survey findings and recommendations in order to improve mental health services for current and former foster youth. Participants will also be able to engage in discussion with youth presenters in order to strengthen their practice and partnerships with youth.
- *Trauma Informed Systems*: Staff caring for victims of early abuse or neglect are often puzzled at their inability to respond to a more consistent and caring environment. This 3-hour training synthesizes concepts from developmental neurobiology, attachment theory, epigenetics, and family ecology to help participants understand the obstacles faced in leaving abuse behind, and to suggest paths to more effective therapeutic approaches. The concentration is on what maltreatment gives children: a hypertrophied threat response characterized by hyper-vigilance, anxiety, impulsiveness, and impaired problem solving. We'll also review what abuse takes away: secure attachment, linguistic and emotional competence, and other coping skills. The concept of a "resilience dashboard" will be used to help understand how affected children perceive and respond differently to the world around them. Finally, evidence-based therapies, both interactive and pharmacologic, will be discussed.
- *Understanding the Process of Grief and Loss in Children, Youth and Ourselves Being*: Separated from loved ones and being torn from home and everything familiar is devastating for children and youth. The resulting experiences of loss and grief are profound and lasting. Because children have no choices in this experience, the impact for them is more severe than that for the adults in similar events. This training is designed to increase understanding, awareness and strategies for caretakers and providers

who will help the child process, cope and eventually integrate the overwhelming and persistent feelings they are struggling with. Experiential exercises will be incorporated to build empathy and sensitivity in care providers. The pursuing grief forever shapes the internal working model and resultant behaviors for the child. This training also addresses the grief that surfaces for us as we help the youth along this painful journey.

BAA actively participated on the STEC: Katie A. Multidisciplinary Workgroup and Communications Workgroup. The Multidisciplinary Workgroup was responsible for the development of the Learning Collaborative Proposal that provides an executive summary, introduction, overview of the learning collaborative model and process, roles of the initial cohort, expectations for regional and statewide meetings, technical support and additional training resources. Additionally, this group was responsible for the planning of the 2nd Statewide Convening. The Communications Workgroup was charged with developing a communication strategy that will allow information and resources to flow across local, regional, and state levels, and provide coordination between the Statewide Leadership Team Convenings and the Regional Planning Sessions.

Common Core 3.0:

BAA has contributed time, staff and fiscal resources to prioritizing the revision of Common Core 3.0 (CC 3.0).



Over the course of the year, BAA has participated in many conference calls, in-person meetings and external communication with stakeholders to support the development and rollout of CC 3.0. BAA is an active participant in the Curriculum Development Oversight Group (CDOG), Macro Evaluation, Technology and Learning Committee (TLC), Technical Committee (TT) and the Statewide 3.0 Director's meeting.

Participation in CDOG has involved development and review of learning objectives for each content block, facilitated discussions with staff development, trainers, and supervisors and workers, and curriculum development of the Service Planning block. A draft of the service planning block has been submitted to CDOG for the initial stages of vetting. The Macro Evaluation Team is in the process of creating an evaluation plan for Behaviorally Bases Case Plans and Assessment.

BAA has developed a work plan for the curriculum development (which began in fiscal year 2013-14), vetting, formative evaluation development for Behavioral Case Plans and piloting of the Service Planning Block.

New, Advanced and Specialized training for Child Welfare Workers, Supervisors and Managers:

In this fiscal year, BAA provided 11 cycles of Common Core to a total of 176 of new social workers, one full cycle of Foundations of Supervision to 32 of new supervisors, and Manager CORE to 9 of new managers in the region.

In order to support the increased training needs in the region, BAA recruited 15 new trainers. Most of the new trainers were recruited to support Core training.

In addition to providing mandated training, BAA delivered 294 days of Advanced/Specialized training and field based training to all 12 counties in the region. Below is just a snapshot of Advanced and Specialized trainings provided regionally this fiscal year:

- **Impact of Extended Residential Care:** This course will address the wide range of challenging emotional, behavioral and cognitive issues related to adolescents, with pre-existing issues of permanency, attachment and trauma, and whom experience extended lengths of stay in residential care settings. Identify specific intervention tools and techniques that can be utilized by the entire Child and Family Team (CFT).
- Training for Trainers Series for those wishing to develop knowledge and skills in the art of training. New and veteran trainers were invited to learn or enhance their training skills. The T4T series included:
 - **Tapestry of Training** will provide an overview of the history of training in Child Welfare Services: Where we have been and where we are going. Philosophically, the training atmosphere is moving beyond “train and hope” to incorporate a Spectrum of Learning, Implementation Science, Engagement of Systems, Field Based Training and Learning Circles/Collaboratives.
 - **Training and Adult Learning Theory** introduces participants to the role of training in an organization, training theory, and adult learning theory. This class also provides the foundation of understanding as well as knowledge needed in engaging adult learners in the classroom setting.
 - **Skill Development: Presentation and Facilitation Skills** focuses on effective presentation and facilitation skills necessary for working with adult learners and how to develop and integrate effective activities that meet the identified learning objectives. This class will include preparing and delivering a presentation with a focus on integrating adult sensory and learning styles, as well as practice in facilitating groups who come to the classroom with different learning needs.
- **Recognizing Drug Abuse in the Home:** This course will build the ability to recognize common drugs, paraphernalia and manufacturing materials found in the home setting for the current drugs of abuse, as well as the basic symptomology of drug influence. This information will allow the attendees critical decision making skills for their personal protection and the immediate welfare of the children present in the home setting.
- **Testifying Successfully at 366.26 Hearings:** Knowing the Legal Requirements: This course looks at the requirements of Welfare and Institutions Code Section 366.36 and what must be addressed when choosing a permanent plan, with a special emphasis on termination of parental rights. We will also look how preparing a strong report will help avoid trial. But, when you cannot avoid a contested hearing this training will prepare you for testifying in court. In addition, we will address post-adoption contact contracts, their legal limitations and how they can be used.
- **Facilitation Skills for Supervisors: Supporting the Transfer of Learning from the Classroom to the Field:** Research indicates that supervisory support is positively correlated to the transfer of learning process (TOL), that is, learner’s application of classroom learning to the workplace. Best practice protocols encourage supervisors to play a key role in supporting worker learning by assessing worker knowledge, skills, and attitudes; developing a learning plan with the worker and supporting the worker's learning experiences through supervision, mentoring, and staffing of cases. In this half-day class we will discuss specific strategies for helping social workers continue to build their skills for the

facilitation of team meetings: Family Team Meetings, TDM, Permanency and Emancipation Conferences.

- ***Sexual Orientation and Gender Identity and Expression***: This training is based on the premise that all people have a sexual orientation and a gender identity. It will build upon the Putting Pride into Practice trainings offered to all staff, and will help participants develop shared language and comfort with talking with youth, birth families, foster and adoptive families and professionals about sexual orientation and gender identity. It will address heterosexism, heteronormative messages of agency processes, internalized homophobia and the coming out process for gender/orientation nonconforming youth and their family members. Participants will practice concrete tools for applying the concepts in social work practice.
- ***Commercial Sexual Exploitation of Youth: Males and Transgender Youth***: Generally, the term Commercially Sexual Exploited Children (CSEC) usually refers to females, who account for the majority of cases. This training will cover the overlooked male and transgender population of CSEC. It will begin with a review about what we are taught about CSEC. It will then move into discussing boys that are sexually exploited minors and define transgender. We will then conclude with discussing barriers males and transgender youth face in getting off of the streets and how to create inclusive programs and services.
- ***Cultural Humility with Latino Cultures***: While Cultural Competence focuses on learning about other cultures, Cultural Humility focuses on understanding how your cultural lens influences your responses when encountering other cultures. Cultural Humility emphasizes the on-going process of learning about our own cultural biases as we engage with others within a cultural context. To be an effective service provider, it is as important to understand the constructs of our own beliefs, attitudes, and traditional values. Cultural Humility brings a full circle on how to be more effective with our families.

BAA launched a Concurrent Planning Training Series: *The Process of Concurrent Planning*. The training is delivered over a three month period of time, utilizing e-learning and classroom training methodologies. The course provides child welfare social workers and staff with the skills, knowledge and attitudes necessary to assess and provide support to children in out of home care and their families in actively facilitating a permanent home for a child. It helps prepare staff to Assess and prepare parents, children, youth and caregivers to facilitate timely decision-making, planning, and placement with a permanent family. The course provides a framework for understanding the issues unique to children who enter foster care. Participants are provided with successful intervention strategies geared toward accessing and maintaining permanent homes and connections for children and youth.

Annual Staff Development Off-site: *Integrating and Implementing the Ingredients of Child Welfare...It's not just a piece of cake!* The focus of this year's event was on integrating the complexities of child welfare practices. BAA provided county staff development an opportunity to learn the strategies available to create a learning organization. The understanding of how changes in child welfare practice impact training delivery and child welfare practice was a theme integrated throughout. Staff development participants participated in a coaching demonstration, evaluated the demonstration, and were introduced to the Art of Coaching.

Collaboration, Teaming, Trauma Informed Practice, Cultural Humility and Engagement were the themes woven throughout the day and a half event.

Child Welfare Directors Event: Strategies for Survival: The BAA hosted an all day off site for the 12 Bay Area Child Welfare Directors. Linda Orrante, former Solano County Child Welfare Director and Judith Lefler, BAA Assistant Director co-facilitated this event. Utilizing the DISC profiles, directors were introduced to their own work styles and those of their colleagues. They identified strengths in one another and focused on building partnerships. Leadership skills were identified in the afternoon with spontaneous scenarios from the directors that helped them work through challenging work issues. It was a highly successful event with follow-up and continued work throughout the year, which began in August with another facilitated meeting.

In order to best utilize resources and build partnerships, BAA collaborated with California Youth Connections, Seneca, A Better Way, CA Northern Training Academy, Recourse Center for Family Focused Practice and Chadwick Center and Families at Rady Children's Hospital, San Diego to deliver high quality trainings in our region.

- *The Other Side of Mental Health: Youth's Perspective on Being on the Receiving End of Services* (In collaboration with California Youth Connection): Forums were held in San Francisco, Santa Clara, Alameda, Contra Costa and San Mateo. Organized and lead by current and former foster youth members of California Youth Connection (CYC), this presentation will include an overview of survey findings and recommendations in order to improve mental health services for current and former foster youth. Participants will also be able to engage in discussion with youth presenters in order to strengthen their practice and partnerships with youth.
- *Trauma Informed Systems* (in collaboration with Chadwick Center and Families at Rady Children's Hospital, San Diego): Staff caring for victims of early abuse or neglect are often puzzled at their inability to respond to a more consistent and caring environment. This 3-hour training synthesizes concepts from developmental neurobiology, attachment theory, epigenetics, and family ecology to help participants understand the obstacles faced in leaving abuse behind, and to suggest paths to more effective therapeutic approaches. The concentration is on what maltreatment gives children: a hypertrophied threat response characterized by hyper-vigilance, anxiety, impulsiveness, and impaired problem solving. We'll also review what abuse takes away: secure attachment, linguistic and emotional competence, and other coping skills. The concept of a "resilience dashboard" will be used to help understand how affected children perceive and respond differently to the world around them. Finally, evidence-based therapies, both interactive and pharmacologic, will be discussed.
- *Post Traumatic Slave Syndrome: Multigenerational Trauma and African American Violence as a Symptom of PTSS Evidence-based Practice Models and Interventions* (in collaboration with Seneca): The Theory of Post Traumatic Slave Syndrome suggest that centuries of slavery followed by systemic racism and oppression have resulted in multigenerational adaptive behaviors—some of which have been positive and reflective of resilience, and others that are detrimental and destructive. In brief, Dr. DeGruy presents facts, statistics and documents that illustrate how varying levels of both clinically induced and socially learned residual stress related issues were passed along through generations as a result of slavery.
- *Culturally Specific Models of Service Delivery and Practice* (in collaboration with Seneca): This seminar couples evidence-based practice models and culturally responsive intervention approaches. Thus the values, customs and traditions that characterize and distinguish different groups of people become the tools through

which providers can determine how to proceed in assisting, supporting and strengthening individuals, families and groups from a particular cultural group. Informed by an anthropological familiarity with the pertinent behaviors, ideas, attitudes, habits, beliefs, and so forth that are peculiar to that group.

- *Making Ethical Decisions in Child Welfare (in collaboration with A Better Way)*: Child welfare workers need to make complex, critical decisions regarding the children and families under their care on a daily basis. These decisions involve both legal and ethical considerations with a focus on the key outcomes of safety, permanence and well-being for children. This training provides an overview of liability issues in working with children and families including the sources of procedure in your work, child welfare issues and cases, and how to minimize liability. Personal issues impacting your work will also be explored including self-awareness of professional boundaries, transference and counter-transference issues, secondary traumatic stress, and self-care techniques. Ethical decision making practice issues will be discussed including critical decisions workers need to make; guidelines and resources for making decisions; and working together with providers, caregivers, families, and supervisors to make the best decisions. Finally, the NASW Code of Ethics will be reviewed as a primary source of procedure with practical implications for child welfare identified.
- *SDM: Training for Trainers (in collaboration with CA Northern Training Academy)*: This course is designed for academy – based or county-based trainers who will provide introductory trainings on the use of SDM assessments. The SDM course covers background on SDM assessment, and practice in small groups applying definitions to completion of SDM assessments. This T4T includes an introduction to the trainer manual, discussion of frequently encountered questions and issues in training, and introduction to resources available to SDM trainers.
- *Team Decision Making for Facilitators (in collaboration with Family Focused Resource Center)*: Built on the foundation of Family to Family principles, the training offers facilitators the opportunity to identify and apply skills critical to TDM facilitation, as well as explore the emotions and feelings of individuals who are involved in meetings. Recognizing the knowledge and strengths of the participants, the trainer will guide them in exploring the role and responsibilities of the TDM facilitator, determining essential content issues necessary for decision making, developing strategies to handle difficult situations and practicing the systematic guiding of TDM team members through the problem-solving structure of the meeting.

| | projected | Total year to date | %Completed year-to-date |
|---|------------|------------------------------|-------------------------|
| Common Core New Social Worker Training | 176 | 185.5 days | 105% |
| Group and Individual Field Based Training | 120 | 106 days or 431 hours | 88% |
| CWS/CMS | 60 | 48.5 days | 81% |
| Continuation Training (Advanced + Best Practice) | 200 | 188 days | 94% |
| Supervisory Core | 20 | 20 days | 100% |
| Total days: | 576 | 548 days | 95% |

Art of Coaching Approach and Training:

BAA designed, developed and delivered *The Art of Coaching in Child Welfare Academy* this fiscal year. BAA is proud of this product. The experiential course will immerse the participant into the culture of coaching which



includes the definition of coaching, identification of characteristics and principles necessary in the mindset of coaching, coaching techniques, how to foster a learning environment that supports the development of trust and healthy conversations, and recognizing ways to implement coaching techniques as a part of the participant's leadership role. The majority of

this Institute will be practicing coaching skills using a variety of activities and simulated situations, each of which supports the goals of safety, permanence, and well-being. The first session, Days 1 and 2, will be followed by coaching support as the participant transfers the classroom learning into the workplace.

Participants will then return, approximately one month later, for Day 3.

Day 1 focuses on the foundational knowledge required to support the practice of coaching skills. The afternoon of Day 1 will include learning and practicing coaching techniques. Day 2 continues the practice of coaching techniques. The afternoon includes specific application to child welfare practice and evaluation of selected coaching skills. In between sessions 2 and 3, coaching support is provided by BAA to each participant individually in person or over the phone. On day 3, training focuses on the participant's experiences with the techniques and skills, including what worked well, challenges, and practical tips and suggestions based on the individual's experiences. Day 3 will also provide further opportunities for participants to practice techniques introduced on Days 1 and 2.

THE ART OF COACHING IN CHILD WELFARE | BAY AREA ACADEMY COACHING ACADEMY Coaching Skills/Behaviors Rating Scale, v2.0 was developed to The behaviors in this document are not limited to the arena of coaching; they can be used to enhance one's practice of engagement skills. This document may be used as a method of self-assessment and goal-making for certain skills or to use as a basis for conversation when supporting someone else who is developing selected skills. It is suggested that you focus on one content area at a time when asking for or providing feedback on skills. There are five content areas in this document: "Fosters Environment for Trust & Healthy Relationships", "Supports Learner in Identifying and Achieving Next Steps", "Engages in Active Listening", "Asks Powerful Questions/Inquiry" and "Provides Thoughtful Observations in Support of Learner". For each content area, please circle the behaviors you see the Coach engage in during a coaching session. You may also write brief comments in the space provided.

The Art of Coaching: The Bay Area Academy Coaching Approach is a document that defines what BAA means by coaching, identifies the core practice elements, and addresses the benefits, principles and process of coaching. Additionally, the document explains the roles and expectations of coaches and training specialists. BAA has established qualification of coaches, development of new coaches and how to implement and what is helpful in terms of infrastructure.

The foundation of BAA's Coaching Approach is that a strong coaching foundation consists of a knowledgeable coach who builds trust, listens, and provides clear, direct, honest feedback in a coaching process. Coupled

with a coaching environment that provides a place to reflect and think, there are multiple benefits for the individual as well as the organization.

Individuals gain a sense of clear direction and purpose, self-confidence, increased motivation, and enhanced skills and knowledge. This all leads to improved competence and success working with families and colleagues which results in an improvement in outcomes around safety, permanence, and well-being. The organization also becomes more creative, engaging, effective, satisfied, and accountable.

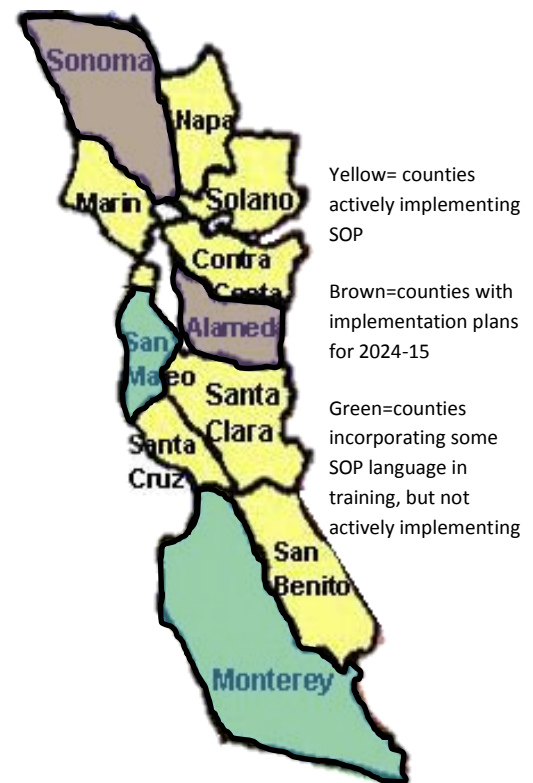
Field based coaching and training is currently taking place in Marin, Monterey, San Benito, San Francisco, Napa, Solano and Sonoma, Santa Cruz. Coaching in each of these counties is done uniquely and with flexibility, in order to address individual county needs. Coaching ranges from supporting SOP implementation of practice, facilitation of FTM, professional development of workers, supervisors and leadership, and adoptions implementation. BAA currently has 12 highly qualified field based trainers supporting coaching.

Safety Organized Practice:

BAA is supporting 9 counties actively implementing Safety Organized Practice (SOP) in the Bay Area region: Contra Costa, Marin, Napa, San Benito, San Francisco, Santa Clara, Santa Cruz, and Solano. During this fiscal year, BAA also provided overviews to the leadership and management teams in Alameda and Sonoma as part of the next steps for these counties preparing for implementation and the Title IVE Waiver project.

BAA has 12 coaches supporting the practice of SOP in bay area counties.

BAA is actively participating in the statewide Safety Organized Practice Backbone meeting. The purpose of this meeting is to coordinate SOP training, trainer recruitment and qualifications, curriculum and evaluation. BAA's Assistant Director, Training Manager and Training Specialist are on subcommittees of this group collaborating with other training partners. One of the subcommittees, Statewide Convening Planning Committee, dedicated time this fiscal year towards the planning of a statewide convening to be held in Davis on July 22, 2014. Additional partners on the Backbone Committee are Casey Family Programs, CA Department of Social Services and CalSWEC.



In collaboration with Northern Training Academy, BAA recruited SOP Field Based Trainers/Coaches to participate in the Champions of Safety Organized Practice (SOP) project, targeting Child Welfare Supervisors throughout California, to expand their opportunities for professional growth and development. This project supports the state's commitment to support agencies as learning organizations and was facilitated by Casey Family Programs and the Northern California Training Academy at the University of California, Davis. The Champions of Safety Organized Practice expands the leadership within child welfare, ensuring better outcomes for children and families.

In summary, the BAA participated on many statewide committees this fiscal year including STEC, CAPP, Macro Evaluation, CDOG, Congregate Care Reform, Adoption of NDM, Katie A., Fostering Connections, California Child Welfare Core Practice Model, Child Welfare Director's Association, Continuum of Care Reform, Common Core 3.0, Safety Organized Practice, SDM 3.0, RTA's Director's group. Additionally, BAA supports regional meetings: Bay Area Regional Children's Committee (BARCC), Training Advisory Board (TAB), Bay Area Regional Committee (BARC), Coastal/Central Area Staff Training (CAST) [Monterey, San Benito and Santa Cruz], Regional Area Professionals (RAP) [Solano, Sonoma, Marin, Napa] and The Collaborative [San Francisco, Contra Costa, Alameda and San Mateo] to meet the diverse needs of our small and large counties. BAA also participates on the Planning Committee for the West Coast Trainers Conference and the National Human Services Training Evaluation Symposium.

The BAA over-delivered in the area of Common Core for New Social Workers training and Supervisory CORE: Foundations of Supervision this fiscal year. BAA provided more CORE training cycles than initially projected for this fiscal year to be responsive to county hiring needs. BAA continues to provide high quality Advance/Specialized trainings in addition to individual and group field based training and coaching.

In order to meet the training and coaching requests from counties, BAA recruited 27 new core and field based trainers. Additionally, BAA has focused field based training to support the implementation and/or practice of FTMs, Adoptions, Safety Organized Practice and Katie A. Core Practice Model.

In an effort to best utilize resources, BAA collaborated with A Better Way, Seneca, Chadwick Center and Families at Rady Children's Hospital, San Diego, and CA Youth Connection to provide trainings in our region.

Exciting this year, was the opportunity to participate in the development of the California Child Welfare Core Practice Model . This process has been comprised of representatives from across the state dedicated to the development of a statewide model for child welfare practice. BAA is actively involved on the Design and Communication Teams.

BAA is also proud of the development and delivery of The Art of Coaching Academy and the Art of Coaching Approach. The experiential course provides an opportunity for participants to be immersed into the culture of coaching. The focus is on building leadership among supervisors and managers.